

Arts Integrated Lesson Plan



ART FORMS:
Music, Visual Arts



SUBJECT AREA:
Reading/English
Language Arts

Lesson Title: Jazzy descriptive writing	Grade: 4
Contributor, School: Monica Forrester, Pocomoke Middle School	Time Frame: One 45-minute class

State Curriculum Content Standards, Indicators, Objectives

Fine Arts Content Standard(s) Music 4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments. Visual Arts 3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.	Reading/English Language Arts Content Standard(s) Writing 4.0 Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate to a particular audience and purpose.
Fine Arts Content Indicator(s) Music 4.1 Evaluate selected musical compositions using established criteria. Visual Arts 3.2 Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel.	Reading/English Language Arts Content Indicator(s) 4.4 Identify how language choices in writing and speaking affect thoughts and feelings.
Fine Arts Content Objective(s) Music 4.1.a Discuss how changes in performance such as dynamics, tempo, and phrasing affect the listener's reaction to the musical works. Visual Arts 3.2.a Describe sources for ideas and compare the processes used to create artworks.	Reading/English Language Arts Objective(s) 4.4.a Select words appropriate for audience, situation, or purpose.

Objective(s) (Connecting the content areas)

- The students will use abstract artwork and jazz music as an inspiration for descriptive writing.
- Students will identify duration, pitch, and dynamics while listening to the jazz selection.
 - Students will translate and record the sounds they hear into geometric shapes and a primary color

abstract sentence.

- Students will create a descriptive writing based on these sights and sounds.

Key Arts Vocabulary**Music**

- *jazz, dynamics, timbre, duration, pitch*

Visual Art

- *lines (horizontal and vertical), primary colors (red, blue, yellow), geometric shapes, abstract*

Key Reading/English Language Arts Vocabulary

None

Prior Knowledge Students Need for This Lesson**Arts**

- Elements of art
- Elements of music

Reading/English Language Arts

- Students have had some experience writing descriptive paragraphs.

Materials and Resources**Materials and Resources for the Class**

- 4"x12" white paper
- Crayons, primary colors

Materials and Resources for the Teacher

- *Scholastic Art*—Piet Mondrian: "Working with Abstraction" (magazine, March 2005)
- Artwork, *Victory Boogie Woogie*, Piet Mondrian
- Recorded examples of jazz

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

- Introduce the artwork *Victory Boogie Woogie* by Piet Mondrian.
- Have students read the article or parts of the article from *Scholastic Art*.
- Discuss how Mondrian's artwork was influenced by jazz in New York City.
- Discuss how certain colors, shapes, and sizes create or represent different moods.
- Discuss pitch, duration, and dynamics in music, then listen to the jazz selection and identify how these elements are used to give the music its unique jazz style.
- Brainstorm descriptive sounds or feelings the class has while listening to the jazz music. Write these on the board. Discuss what color and shape would express these sounds.
- Demonstrate how to create a color sentence while listening to the jazz selection.
- Each student is given a 4"x12" piece of paper and the three primary colored crayons. As they listen to the jazz music, they color shapes to represent the sounds. For example, if the music is loud, the student might choose to draw a red rectangle in a vertical position; as the music gets quieter, the rectangle may get smaller or turn on its side. Hearing certain instruments might influence students' decisions in choice of color and shape. For example, the sound of soft drums might be represented with repeated small blue squares. The idea is to keep them writing a color sentence using color and shape to represent the music they hear.
- Allow students to create their own color sentences while listening to the music.
- Have the students translate their color sentences into a descriptive writing.

Closure/Summary

Allow students to share their artwork by standing in a circle with their artwork in front of them. Ask for volunteers to share their ideas. Ask for volunteers to read their descriptive writing. Create a colorful bulletin board with art, music, and writing for all to see.

Assessment (Description/Tools)

Criteria/Rating Scale	3 Exceptional	2 Very Good	1 Needs Improvement	0 Start Over
The student demonstrates how musical pitch, dynamics, and duration can affect the creative process of visual arts.	The student clearly connects the musical elements of pitch, dynamics, and duration to content of the artwork.	The student somewhat connects the musical elements or only connects 2 of the 3 elements to the content of the artwork.	The student connects one element of the 3 to the content of the artwork.	The student does not communicate an understanding of how the elements of music connect to the content of the artwork.
The student will demonstrate how ideas, feelings, and knowledge can be expressed using color, shape, and size.	The student coherently can explain the connection between color, shape, and size of objects in artwork with feelings and ideas motivated by jazz.	The student somewhat connects the art elements with ideas and feelings or can connect on 2 of the 3 elements in the artwork.	The student can connect one art element with an idea or feelings in the artwork.	The student does not communicate an understanding of how elements of art can express ideas, feelings, and knowledge.
The student describes in writing, using descriptive language choices, how knowledge, ideas, and feelings are expressed in the content of artwork.	The student effectively uses descriptive language to describe sounds, knowledge, ideas, and feelings expressed in the content of the artwork.	The student uses some descriptive language to describe knowledge, sounds, ideas, and feelings expressed in the content of the artwork.	The student uses very little descriptive language to describe knowledge, sounds, ideas, and feelings expressed in the content of the artwork.	The student is unable to describe in writing how thoughts, feelings, and ideas are expressed in artwork.

Lesson Extensions

To help the students understand the concept of abstraction, we discuss how many abstract artists began their art careers by creating realistically.

After the Mondrian lesson:

Lesson 1—Draw a still life of flowers.

Lesson 2—Draw the same still life (geometric still life), but now using only squares, rectangles, and triangles to represent the flowers.

Lesson 3—Make a Xerox copy of the geometric still life and have the students assign primary colors to it. Next, transfer the design to a 100 square grid where students must decide how to place a triangle on a grid or an angled flower pedal. This involves much critical thinking. The students then fill in the grid with the appropriate primary colors. Then they must record the number of colored squares for each of the primary colors, then convert to fractions, percentages, and decimals.